



# EAST SIDE COMMUNITY OUTREACH PARTNERSHIP CENTER

*A HUD-funded  
community / academic  
partnership*

COMMUNITY PARTNERS: American Indian Family Center, American Indian Research & Policy Institute, City of St. Paul Department of Planning & Economic Development, Dayton's Bluff District 4 Community Council, Dayton's Bluff Neighborhood Housing Services, District 5 Planning Council, East Side Neighborhood Development Company, Hispanic Advocacy & Community Empowerment through Research, Hispanic American Mutual Assistance Association, Merrick Community Services, Minnesota Campus Compact, Phalen Corridor Initiative, Progressive Center for Education and Economic Development, Twin Cities Local Initiatives Support Corporation, Upper Swede Hollow Neighborhood Association, The Urban Coalition, U.S. Department of Housing and Urban Development; ACADEMIC PARTNERS: Macalester College, Metropolitan State University, University of Minnesota

**CURA RESOURCE COLLECTION**

**Center for Urban and Regional Affairs  
University of Minnesota  
330 Humphrey Center**

**American Indians  
on the East Side of St. Paul**

Conducted on behalf of the  
American Indian Research and Policy Institute

March 2000

*This report (COPC 017) is also available at the following internet  
address: <http://www.npcr.org/>*

# **American Indians on the East Side of St. Paul**

**A Collaborative Study by the  
COMMUNITY OUTREACH PARTNERSHIP CENTER  
and the  
AMERICAN INDIAN RESEARCH  
AND POLICY INSTITUTE**

**2000**

## FOREWORD

The mission of the American Indian Research and Policy Institute (AIRPI) is to provide education and advocacy for the improvement of American Indian people and communities. In 1999, AIRPI joined a collaboration of educational institutions and community-based organizations in the HUD funded Community Outreach Partnership Center. The purpose of COPC is to apply human, intellectual and institutional resources to address the challenge of revitalizing distressed communities. The Center for Urban and Regional Affairs of the University of Minnesota, Metropolitan State University and Macalester College received a three-year grant to assist in revitalization efforts in three Saint Paul neighborhoods.

The Saint Paul COPC focuses on three areas of community revitalization: housing, employment and economic development. A critical component of community revitalization is the capacity to develop strategies that are inclusive and responsive to neighborhood residents. Saint Paul's eastside neighborhoods are home to a significant number of Saint Paul American Indians. This is not a new occurrence. American Indians have been "residents" of this area long before it was even known to European immigrants. Yet, a common perception among city professionals and community organizations is that the American Indian population represents a set of "newcomers" to the neighborhood. In part, this perception is due to a persistent and general lack of knowledge about American Indians.

AIRPI's role and presence in the COPC project is to re-educate others about the reality of American Indians. The lack of knowledge about American Indians has had severe consequences. In many respects, the Indian community in Saint Paul exists as an invisible community in the city. In spite of their heritage as the first residents of the area, understanding about their condition remains an enigma to the mainstream. The capacity of policy and service professionals to address the needs and issues of American Indians is hindered by a general ignorance about American Indians.

By overlooking and not understanding the Indian community a disconnect exists between Indians and non-Indians. The Indian community is not aware of existing programs and projects, and non-Indian organizations are often not knowledgeable or aware of the Indian community. More significantly, because of this gap, community revitalization strategies have not been successful with American Indians. Urban American Indians pose a unique set of cultural and social conditions that must be acknowledged and addressed in community revitalization initiatives.

### **American Indian Community Development**

Revitalization efforts in Saint Paul need to intentionally address the reality of American Indians. The American Indian Research and Policy Institute (AIRPI) participated in COPC to develop and facilitate the inclusion of American Indian residents and community leaders into the ongoing revitalization programs in Saint Paul's east side.

The plan has four objectives:

- Provide a basic cultural and demographic profile of the Indian population
- Provide summary information about projects/programs in housing, employment and economic development on Saint Paul's east side
- Provide a review and analysis of housing, employment and economic development as they relate to American Indians
- Develop a list of recommended strategies for future action

This community outreach plan builds on previous research and planning projects conducted by AIRPI such as, *A Reality based Research Study of American Indians in the Frogtwon and Summit-University Neighborhoods, and American Indian Capacity Building in Select Saint Paul Neighborhoods*. The information provided in this report includes basic demographic and socio-economic data, as well as important cultural information about American Indians. In addition it offers recommendations on strategies and actions for better serving the needs of American Indians in the east side of Saint Paul.

A variety of methods were used to gather information for this report. Staff from social service and community organizations on the East Side were interviewed. These included community organizations, employment agencies and organizations providing housing assistance. In addition, staff from organizations primarily serving American Indians in both St. Paul and Minneapolis were interviewed. Focus groups were conducted and open meetings or forums were convened in order to gather Indian community perspectives. In addition, document research in the areas of culturally appropriate programs in housing, employment, and economic development were consulted. Finally, data from various sources was collected in order to present a profile of Saint Paul American Indians.

## I. INTRODUCTION

Early discussions about the COPC program centered on the need to address the changing demographics of neighborhoods and to develop strategies for increasing neighborhood wealth. In these discussions, reference was made about the need to develop outreach plans to "new residents of color." American Indians know who they are in terms of their identity; but they don't fully comprehend the issues as identified by neighborhood community development organizations. The American Indian Task Force, led by the American Indian Research and Policy Institute, attempted to bring both sectors together to more fully understand each other. This required a three-part effort. 1) To bring American Indians to better understand their economic, housing and employment situation on the eastside. 2) To have eastside social service delivery agencies learn about the Indian situation on the eastside. 3) To introduce both communities to each other so that they might work closer in the future.

For example, American Indians were included with other people of color as "newcomers" to the east side. American Indians are native to this land and were inhabitants to what is now known as the eastside before European arrival. The area that is now known as Saint Paul's eastside had been known to the Dakota people as Kaposia long before white settlement. The Dakota people lived here prior to European immigration and well before the development of the city of Saint Paul. Kaposia, which in the Dakota language means swift of foot, was an Indian village on the Mississippi River. This place was later named Pig's Eye Landing (after Pig's Eye Perrant) and still later, changed to what is now St. Paul. American Indians then, are not exactly newcomers to the area. However, due to many misconceptions about them they remain misperceived.

Over the years and due to treaties with the Dakota people, Indian people relocated westward onto reservations. The first re-emergence of Indians to the urban areas was in the 1920s. In the 1940s, many American Indians joined the war effort during World War II, either by serving in the military or working in factories building war materials. After the war, these Indians remained in the cities. In the 1950s and 1960s, another major migration to the cities occurred, mainly as a result of a "relocation program" instituted by the Bureau of Indian Affairs. The purpose of this program was to give Indians access to economic opportunities that were not available on the reservations.

Being a new urban population, most American Indians were completely unfamiliar with the city. In some cases, Indian cultural values and urban values conflicted. This unfamiliarity with the city is not something of the past. It continues today. Most American Indians are still connected to, and affected by, the reservation. Many families and individuals spend time living both on the reservation and in the city. This creates a back-and-forth migration. Most Indian people have close relatives living on the reservation and the connection to the reservation is never lost for many Indians, even those who have been in urban areas for decades.

## II. AMERICAN INDIAN PERSPECTIVES

There are a number of community and service organizations that were organized to serve American Indian people. Directors and staff of these organizations are familiar with the unique cultural and service needs of American Indian people and are important resources to mainstream community organizations. Staff of Indian organizations were interviewed to obtain a general understanding of the situation for American Indians in the areas of housing, employment and economic development, as well as to provide information about American Indian culture and traditions.

Organizations included Earthstar Project, Inc., the American Indian Family Center, the Saint Paul Public Schools Indian Education Program, Juel Fairbanks Chemical Dependency Services, Saint Paul American Indians in Unity, Division of Indian Work, Ain Day Yung, American Indian Children and Families Services, and Earthstar Elders Project. The following summary includes the major issues affecting American Indians identified by staff of these organizations. Some issues were cited several times by more than one interviewee, but were only included once in the summary.

### ***Earthstar Project, Inc.***

- Lack of affordable housing, many have unlawful detainers
- A lot of going back and forth to the reservation
- Earthstar deals mainly with housing and jobs
- Not enough jobs on East Side, jobs available are minimum wage
- Not enough affordable housing
- Indians won't participate in programs unless it's an emergency
- Indians not used to apartment living
- Many Indians in low-paying jobs

### ***American Indian Family Center***

- Decent low-income housing is needed

### ***Indian Education Program, St. Paul Public Schools***

- Indians are transient
- Indian population heavy on East Side; lots of low-income housing

### ***Juel Fairbanks Chemical Dependency Services***

- need to get revise use of unlawful detainers.
- employment is word of mouth or through temporary services

### ***St. Paul American Indians in Unity***

- Indian community is strong on East Side

### ***Division of Indian Work***

- American Indians prefer to deal with American Indian agencies

### ***Ain Dah Yung Family Services***

- many have unlawful detainers
- employment difficult b/c of lack of child care
- lack of education hinders job prospects
- East Side has largest population of American Indians in St. Paul
- No "ethnic representatives" in agencies to work with Indian clients

### ***Earthstar Elders Project***

- Mainstream agencies need American Indians on their staff

### ***American Indian Family and Children Services***

- Provides licenses to out-of-home placements for American Indian children

## **A. HOUSING**

Housing is a significant issue for American Indian families in Saint Paul. In addition to access and affordability, there are a number of cultural features that need to be addressed when working with American Indian people.

### **Cultural Issues**

American Indians have their own cultural orientation to housing. Some housing practices which are common in Indian culture are not common, or even lawful, in mainstream culture. One example is the common practice of two or more Indian families living in one household. It is against housing regulations to have more than a certain number of persons living in a unit. As a result, these families end up being in violation of housing regulations. Not only does this influence their ability to obtain future housing, it also helps create a stereotype of American Indians as "bad tenants," which further contributes to their difficulty in obtaining housing.

Many of the difficulties encountered by American Indians in securing housing have been due to a "cultural gap," as illustrated in the case above. This has caused difficulties for rental housing, but also for *homeownership* for American Indians. As one Indian person stated,

"Those of us who are homeowners in the urban area, even with [a] 30 year mortgage, view this as a temporary state. We will desire to go back home to our homeland...Homeownership is not a permanent thing in our lives." (cited in American Indians and Homeownership, American Indian Research and Policy Institute, 1995).



For some, having a home at the reservation and owning a private home is a tension. As one person stated in a focus group, “We still have the reservation...a safety net we carry around. A decision to purchase [a house] is almost giving up the safety net.” The cultural gap can also be seen in American Indian and mainstream understandings of the concept of ‘ownership’. In another focus group on American Indians and housing, one person stated that the ‘spirit of ownership’ is a new one for American Indians. Historically, American Indians did not adopt the same understanding of private ownership that European-American culture did. Another participant similarly stated, “...we didn’t have ‘ownership’ even though we called our homes our own.”

In addition to these cultural factors, American Indians do not enjoy the kind of economic or reality that is conducive to homeownership. For example, according to a recent study conducted by the Urban Coalition, homeownership is most common among households with larger household incomes and small number of household members; higher educational attainment; long-term employment; and suburban over urban residency. Unfortunately, American Indians are under-represented in all of these characteristics.

### **Housing Services and Community-based Organizations**

An important issue raised by both American Indian residents and staff in American Indian organizations is the lack of cultural understanding of mainstream community-based organization staff. Many American Indians cited that they have had negative experiences with social service agencies, which has reinforced their feelings of distrust towards mainstream organizations. As a result, many American Indians seek assistance mainly from American Indian organizations, or use organizations where they have some contact already. For example, one Indian woman working at a homeless shelter stated that ‘Indians come here looking for other Indians on the staff of the agency.’

All of these factors help to create a weak relationship between American Indians and ‘mainstream’ social service organizations. There are many cases that demonstrate how fragile this relationship is. For example, it is common for American Indians seeking help with housing from mainstream organizations to only access emergency services (see for example, *Reflections on Traditional American Indian Ways*, American Indian Research and Policy Institute, 1998).

## **B. EMPLOYMENT**

### **Urbanization of American Indians**

Employment was one of the major factors in bringing American Indians to urban areas. American Indians served during World War II, either directly in the military or in factories producing war materials. In the postwar period, the U.S. Department of the Interior and its Bureau of Indian Affairs sponsored programs that brought Indians to cities for employment opportunities. Today, employment remains a critical issue for Indian people.

### **Social Barriers to Employment**

American Indians continue to encounter many obstacles to obtaining and retaining employment. The main factors affecting employment, according to a survey done by the American Indian Self-sufficiency Project are: lack of appropriate education or job training, and transportation. In addition many families have difficulty finding adequate and affordable childcare. In focus groups, childcare was consistently mentioned as a significant barrier for families. Community members cited the need for childcare that is available 24 hours a day, and that is culturally appropriate.

Preparing American Indians with work readiness skills requires individuals who are aware of the unique social and cultural circumstances of American Indians. Unless social service organizations engage in training of staff who can understand and work with American Indian clientele, they will continue to be unsuccessful in achieving outcomes.

## **III. AMERICAN INDIAN ORGANIZATIONS**

### **A. HOUSING**

#### **1. *American Indian Housing Corporation, Minneapolis, MN***

American Indian Housing Corporation is an organization that works mainly in the Phillips neighborhood of Minneapolis. While the situation there is different in some ways from that of St. Paul, they nonetheless provide useful information and insight into housing issues in the American Indian community.

**Mission:** To develop and provide culturally creative programs, support and educational services designed to strengthen American Indian communities by offering opportunities leading to a better quality of life and healthy Indian communities.

**Programs:**

- Anishinabe Wakaigun: provides 40 units of permanent housing for late-stage chronic alcoholic men and women.
- Housing Advocacy Services: assists clients with housing issues in securing and keeping their rental housing and in dealing with landlords and housing managers.
- Tenant Training Workshops: provides renters with an 11-hour training workshop that can help them find and keep decent rental housing.
- Homebuyers Training: assists native people who want to buy their own house with a 9-hour training class that prepares them to get a mortgage (financing) for their house.

## B. EMPLOYMENT

Several organizations assist American Indians through various programs in obtaining and retaining employment. *Earthstar Project, Inc.*, based on the East Side, teaches self-sufficiency in all aspects of life (economic, spiritual, social). The *American Indian Self-Sufficiency Project* also is located on the East Side and provides self-sufficiency training, as well as surveying the community about barriers to employment. *American Indian Opportunities Industrialization Center* provides a wide range of programs from education to job training to child care, focusing on all aspects of employment and barriers to employment.

### 1. *American Indian Self-Sufficiency Project*

**Mission:** Survey employment situation for American Indians; teach self-sufficiency skills.

**Programs:**

- Self-sufficiency skills: teaches skills such as job retention, accountability
- Mpls./St. Paul job survey: find out factors impacting employment among American Indians

### 2. *American Indian Opportunities Industrialization Center*

**Mission:** “To provide training, retraining, employment and economic development opportunities for unemployed and underemployed American Indian people in a culturally conducive atmosphere that addresses the needs of the whole person and families.”

**Programs:**

- **Job Training Partnership Act Program (JTPA):**

Program offers a number of job training services, including: counseling, basic skills testing, job referral/placement, job retention training, and tutoring. The Orientation To The World of Work program is a three-week program developed to help clients gain skills necessary for successful career development and job search.

- **Various Career Development Programs:** Bookkeeping, Customer Service, Management, Word Processing, Administrative Assistance, Nursing Assistant.
- **Education Programs:**
  - Career Immersion High School
  - Adult Basic Education and GED Preparation Program
- **Child Care Center**

## C. BUSINESS DEVELOPMENT

### **Importance of Business Development**

Researchers of Community Development are universally in agreement that Business Development is an essential and important part of a ‘healthy’ community. The number of thriving businesses in any given neighborhood is a good indicator of how well that neighborhood is functioning.

### **American Indian Businesses**

There have been many successful American Indian businesses over the years. Several American Indian shopping complexes, centers and other structures—mostly in the Phillips neighborhood in Minneapolis—have been built and are successful: Franklin Circles Shopping Center, Franklin Business Incubator, Phillips Community Office Center. Other projects are close to completion, such as the Ancient Traders Market (scheduled to open in October, 1999), a small collection of all American Indian businesses. These shopping centers and complexes replaced dilapidated buildings and other businesses which negatively impacted the social quality of the neighborhood.

### **Organizations in Business Development**

#### **1. *American Indian Business Development Corporation***

**Mission:** To create sustainable economic and community development by attracting businesses and jobs to Phillips.

**Programs:**

- Entrepreneurship training classes
  - 16-week course teaching individuals interested in operating their own business various skills.
- Various neighborhood development projects:
  - Franklin Avenue Street Escape: renovate Franklin Av.
  - Ancient Traders Market: All American Indian-owned businesses scheduled to open in October, 1999.
  - Hope to link tourism with American Indian communities.
- Counseling services
  - for business operators

## **III. EASTSIDE ORGANIZATIONS AND THEIR PROGRAMS**

Six mainstream Eastside organizations were interviewed about their services and their service to American Indians. The results of a survey conducted by the Institute, it was found that no culturally appropriate programming for American Indians existed in any of the mainstream community organizations. Through the process of developing outreach plans however, several activities have been initiated to establish networks and resources for American Indian residents.

An important part of this project is to develop a resource list of community-based and social service agencies for American Indians. The following list is a summary of community-based organizations serving the eastside and the services they provide.

### **A. HOUSING**

One main component of the changing character of the East Side has been a deterioration of the physical condition of housing there. In addition, the proportion of homeowners to renters has declined significantly. Responses to this situation by community

organizations and agencies have included housing rehabilitation assistance as well as homebuyer training programs.

### **1. *Dayton's Bluff Neighborhood Housing Services***

**Mission:** DBNHS was established in 1980 as a partnership between residents and government, insurance and financial institutions to improve the housing and quality of life for residents in our community.

**Programs:**

DBNHS' programs mainly focus on helping current homeowners improve and/or rehabilitate their properties.

- Homeownership Promotion: entry cost and down payment assistance, market rate and reduced rate financing for purchase and purchase with rehab for owner occupants.
- Rehab and Repair: Low interest and deferred payment loans for repairs to owner-occupied homes.
- New Construction: Construction and sale of scattered site new single family homes.
- Houses to Homes: Purchase and rehab of vacant houses for sale to new homeowners.
- Economic Development: Financing and planning assistance for improvements to commercial structures.

### **2. *East Side Neighborhood Development Corporation (ESNDC)***

**Mission:** Founded in 1979, the mission of ESNDC is to work with residents and business owners to revitalize the Payne/Phalen Lake neighborhood on St. Paul's East Side.

**Programs:**

ESNDC operates programs on all aspects of neighborhood development, from employment to housing to civic involvement.

- Housing Development: To improve housing conditions and values for the renters and homeowners of the Payne/Phalen Lake neighborhood.
- HomeLink: To increase sustainable home ownership on St. Paul's East Side and North End neighborhoods.
- Economic Development: To promote the retention, expansion and creation of jobs and businesses in the Payne/Phalen Lake neighborhood.
- Community Development: To increase participation of neighborhood people in the civic life of the Payne/Phalen Lake neighborhood.

## **B. EMPLOYMENT**

According to community reports, many jobs have been lost on the East Side in recent years. Thousands of jobs have been lost as a result of general deindustrialization taking place in the city.

### **1. East Side Job Bank / Work Resource Hub**

**Mission:** Help job seekers find jobs and overcome barriers to employment and help employers find qualified employees.

**Programs:**

- Job placement/development at a hub where MFIP Employment services are also available.
- Career Planning/Counseling: self-paced, some guidance and technology to assist.

## **C. COMMUNITY AND ECONOMIC DEVELOPMENT**

### **1. Merrick Community Services**

**Mission:** To improve the lives of residents of the East Side of St. Paul and adjoining communities.

**Programs:**

- Case Mgmt./Counseling/Youth Program:  
provides case management and secondary counseling to at risk families dealing with two or more of the following issues: violence, abuse, housing, unemployment, education, parenting, finances, relationships, personal problems. This is an early intervention/prevention program serving at-risk youth dealing with issues of school attendance, grades, behavior, difficulties with the law, and problems relating to gangs, drugs, peer pressure, etc.

- Emergency Services

This program operates two food shelves: 951 E. Fifth Street and 1575 Ames Avenue. Families are provided with 3-5 day supply of food; emergency financial assistance for gas, transportation, furniture, clothing, etc. is also provided. Special dinners and gifts are offered at holiday times.

- Job Bank (see EMPLOYMENT section)
- Preschool Program

This program provides a warm, caring atmosphere where children are able to learn through self-directed and group activities. A community preschool is offered in the morning and an Early Learning Readiness Program, sponsored by the St. Paul School District, in the afternoon. License capacity for both programs is 20 and each program meets Monday – Thursday for two hours and fifteen minutes. The goal of the program is to provide a quality and affordable preschool program for four and five years old children. A sliding fee scale is used.

- Senior Services Program

Offers a variety of services for Eastside seniors.

- Meals on Wheels
- Metro State University nursing students provide outreach and home assessments.
- Transportation for medical, dental, grocery stores and retail shopping;
- Food distribution to low-income seniors;
- Information and referral
- Senior group meetings, field trips and guest lectures.

## ***2. Dayton's Bluff District 4 Community Council***

**Mission:** To advocate for the community: advise government, provide information, promote, cultivate, set in motion conditions, programs and ideas for the advancement of housing, recreational, educational, economic and social needs for the betterment of the community.

### **Programs:**

Most programs focus on community building and organizing; however, there are also some housing and business development programs offered as well.

- **Housing assistance/referral:**

Assists persons to find housing in Dayton's Bluff neighborhood. Homeownership training class planned for late July.

- **Business Development:**

Micro-entrepreneurship program. 11-week class.

- **Various community programs:**

- **Block Clubs**

Encouraged to meet monthly. Clubs differ in level of activity.

- **Crime Prevention program "P.A.C.T."**

- **D.O.G.S. (Drugs Out – Get Straight) citizen walking patrol**

- **S.O.C.K. (Save Our Cities Kids)**

Youth program serving about 30 kids

## ***3. Upper Swede Hollow Neighborhood Association***

**Mission:** Improve the quality of life and economic sustainability of the Lower Dayton's Bluff community by engaging residents directly in neighborhood improvement projects, activities and issues.

### **Programs:**

- **Lower Phalen Project: environmental development through education.**  
Curriculum provided by USHNA staff

- **Conservation Corp: targets 16-23 year old high school at-risk youth. Seeks to educate them about environmental issues and also inspire them to consider environmental fields for future work**

## **IV. SURVEY FINDINGS**

Organizations were asked several questions pertaining specifically to their work and involvement with American Indians. The following is a summary of the responses gathered.

### ***A. Dayton's Bluff Neighborhood Housing Services (DBNHS)***

#### **1. Service to American Indians:**

Very few American Indian households participated in DBNHS programs. The Executive Director estimated that out of 80 households served, one or two were American Indian households.

**2. Culturally-specific Programming:**

There were no culturally-specific programs offered for American Indians.

**3. Resources or Training Needed to Better Serve American Indians:**

No response.

**4. Collaboration / Networking with American Indians / Indian Organizations:**

Does not do so specifically with the American Indian community.

**5. Involvement of American Indians in organization (in decision making, as employees, etc.):**

There are no American Indians on staff or involved in governing the organization.

***B. East Side Neighborhood Development Corporation*****1. Service to American Indians:**

3% of those who participated in the HomeLink program were American Indian – a percentage equivalent to American Indians' representation in the general population.

**2. Culturally-specific Programming:**

There were no culturally-specific programs offered for American Indians.

**3. Resources or Training Needed to Better Serve American Indians:**

Multi-racial programs. More culturally-diverse Board of Directors.

**4. Collaboration / Networking with American Indians / Indian organizations:**

ESNDC has worked with Perry Bolan from Earthstar, and has collaborated with American Indian Family Center. They also have contacts with other Indian leaders and organizations in the community, such as the American Indian Self-Sufficiency Project (see "American Indian Perspectives" in this report).

**5. Involvement of American Indians in organization (in decision making, as employees, etc.):**

No American Indians involved on this level.

***C. East Side Job Bank*****1. Service to American Indians:**

Very few American Indians used the Job Bank's services. They estimated that of 700 people served, less than 10 were American Indians.



**2. Culturally-specific Programming:**

There were no culturally-specific programs offered for American Indians.

**3. Resources or Training Needed to Better Serve American Indians:**

Awareness of Indian issues. Demand from American Indians.

**4. Collaboration / Networking with American Indians / Indian Organizations:**

The American Indian self-sufficiency project—which focuses on employment (see above)—will be housed in the same building as the Job Bank. This will hopefully increase traffic of American Indians to both organizations.

**5. Involvement of American Indians in organization (in decision making, as employees, etc.):**

There are no American Indians on staff or involved in governing the organization.

***D. Merrick Community Services*****1. Service to American Indians:**

Some American Indian seniors served by the Meals on Wheels program. For other programs, the organization was not sure of how many American Indians were participating.

**2. Culturally-specific Programming:**

Presently, no specific programs for any specific cultural group.

**3. Resources or Training Needed to Better Serve American Indians:**

Not sure.

**4. Collaboration / Networking with American Indians / Indian Organizations:**

Merrick has collaborated with various American Indian organizations over the years. They have worked with American Indian Family Center on the HOPE program, with the Department of Indian Works on the Operation Joy program, and have helped with transportation services for the elderly at the American Indian Elders Lodge.

**5. Involvement of American Indians in organization at the governing level (in decision making, as employees, etc.):**

No American Indians on staff or on the board.

### ***E. District 4 Community Council***

#### **1. Service to American Indians:**

A few American Indians were using the housing referral services of the community council. Some youth were also involved in the Save Our City's Kids program.

#### **2. Culturally-specific Programming:**

There were no culturally-specific programs offered for American Indians.

#### **3. Resources or Training Needed to Better Serve American Indians:**

Information about Indian culture and traditions. Having American Indians on the Board of Directors would get them directly involved, and put them on the same level as others.

#### **4. Collaboration / Networking with American Indians / Indian Organizations:**

The Council is the fiscal agent for the annual Native American Day Parade. In addition, they sponsor events, such as Dayton's Bluff Summer Fest, at which Indian organizations sell food and distribute information about themselves.

#### **5. Involvement of American Indians in organization (in decision making, as employees, etc.):**

There are no American Indians involved on this level at this time.

### ***F. Upper Swede Hollow Neighborhood Association***

#### **1. Service to American Indians:**

USNHA is not sure of the exact number of American Indians it is serving. There are some American Indian students from Dayton's Bluff Elementary School who are participating in the environmental programs.

#### **2. Culturally-specific Programming:**

There were no culturally-specific programs offered for American Indians.

#### **3. Resources or Training Needed to Better Serve American Indians:**

A grass roots group of neighbors is needed where people really get to know each other. Transiency among neighborhood residents also makes it difficult to maintain involvement.

#### **4. Collaboration / Networking with American Indians / Indian Organizations:**

Penny Scheffler, who is American Indian, leads an Achievement Plus program at Dayton's Bluff Elementary. She is involved in USHNA's environmental education project.

**5. Involvement of American Indians in organization (in decision making, as employees, etc.):**

There are no American Indians on staff or involved in governing the organization.

## **V. SUMMARY**

**Service to American Indians:**

Most organizations were aware of very few American Indians that they served. Typically, there were a few Indians in an organization's program in a given year, or one or two households would have been served by a program in a given year, etc. For example, at one housing agency, out of 80 households served, one or two had been American Indian households. At an employment agency, the director estimated that out of 700 persons served, only five to ten had been American Indians. In contrast, there was a homeownership training program in which 3% of all participants were Am. Indian – a percentage which corresponds to Indians' representation in the general population (2.4%). When asked about their impression of the American Indian community on the Eastside, many organizations responded that it was 'low-profile'. In some cases, the community seemed to be non-existent to these organizations; they didn't know any American Indians, and they hadn't seen any Indians in their communities.

**Culturally-specific Programming:**

Some of the organizations did offer 'culturally-specific' programming--programming designed to reach a specific ethnic community—to various communities of color. This most often took the form of services offered in the community's language (Hmong, Spanish). It was also not uncommon for agencies to have a member of an ethnic community serving her or his community through that agency. Most of the culturally-specific programming focused on overcoming this language, and cultural barrier. However, among all the organizations interviewed, there was no culturally-specific programming for American Indians.

**What resources, training, etc., do you feel you need to develop or modify programs that better serve American Indians?**

Responses to this question varied across organizations. Some expressed a general willingness to work with Indians to develop programs, but did not say what form this could take. The most common response was that they needed more information about Indian culture and traditions. Almost all organizations were very interested in getting American Indians on their boards. Many mentioned the difficulty of retaining people of color on their boards, and therefore they were interested in changing the culture of their boards to make all people feel more welcome. Many believed that getting Am. Indians on their board was the best way to serve the Indian community.

**Collaboration / Networking with American Indians / Indian organizations:**

About half the organizations interviewed had no connections with Indian organizations. The others were generally very aware of American Indian organizations in their neighborhoods or if they offered the same services (mainstream housing organizations knew about Indian housing organizations, for example). The American Indian Family Center was the most well-known among the mainstream organizations. Organizations were also involved in collaborative projects together. However, this did not necessarily mean they were actively working with each other.

**Involvement of American Indians in organizations (in decision making, as employees, etc.):**

None of the organizations interviewed had any American Indians on their staff, either in professional or administrative positions. Again, they did have members of other minority groups involved specifically to serve those communities (see “culturally-specific programming” above), but no American Indians serving their community. One organization had had an Indian woman on their board a few years ago.

## **VI. RECOMMENDATIONS**

1. Develop ‘culturally-specific’ programming for American Indians in mainstream social service agencies. This could be modeled on current agencies’ practice of employing members of specific ethnic communities to work with their respective communities. Ideally, more American Indians on staff would accomplish this goal.

2. Hold regular meetings between mainstream social service agencies and American Indian agencies working on similar issues.

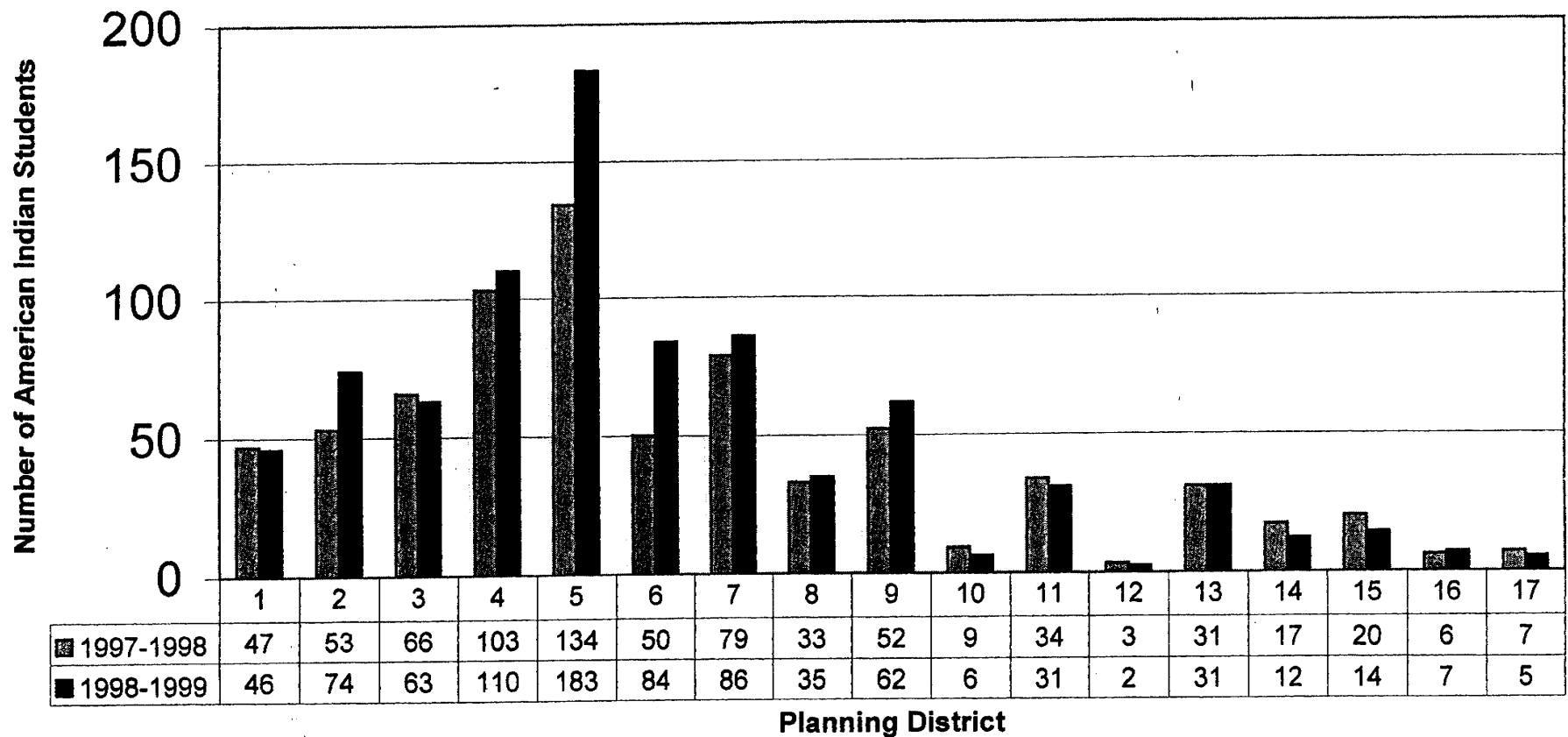
**Housing:**

1. Continue to offer ‘tenant-training’ and similar classes to American Indians about how housing is dealt with in mainstream culture.

**Employment / Business Development:**

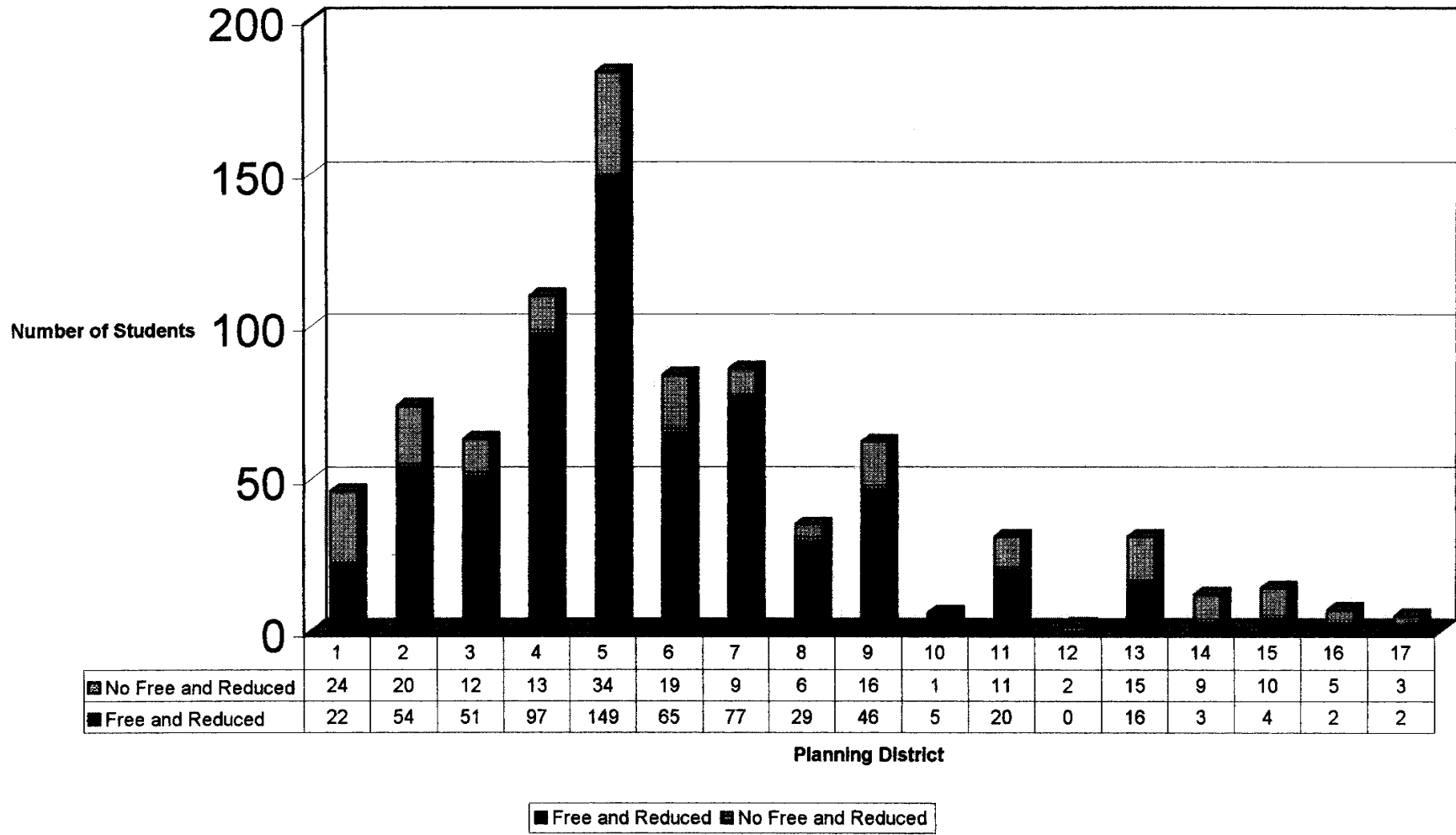
1. Try to attract new businesses/jobs to the East Side. (Similar to American Indian Business Development Corporation in Phillips neighborhood).

# American Indian Students by Planning District, 1997-1998 and 1998-1999

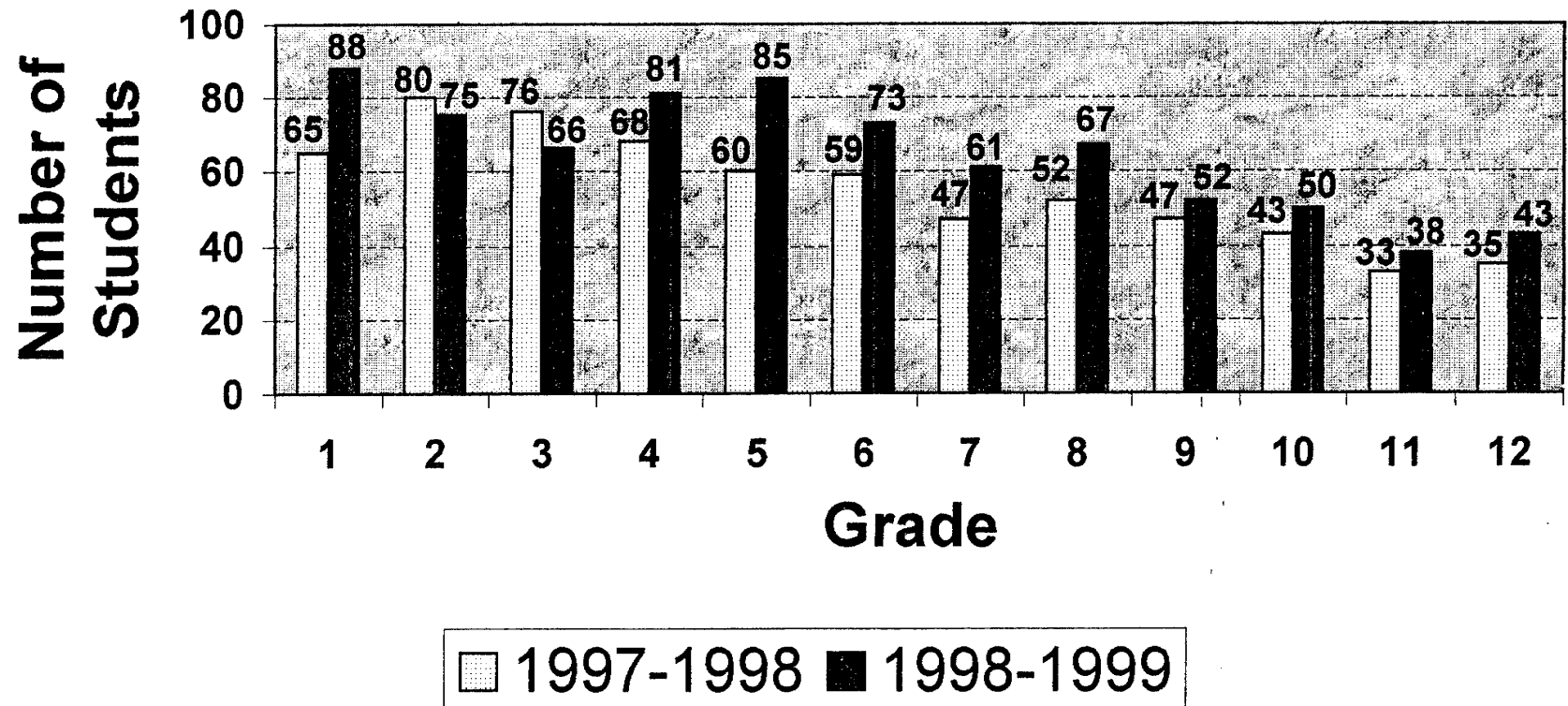


■ 1997-1998 ■ 1998-1999

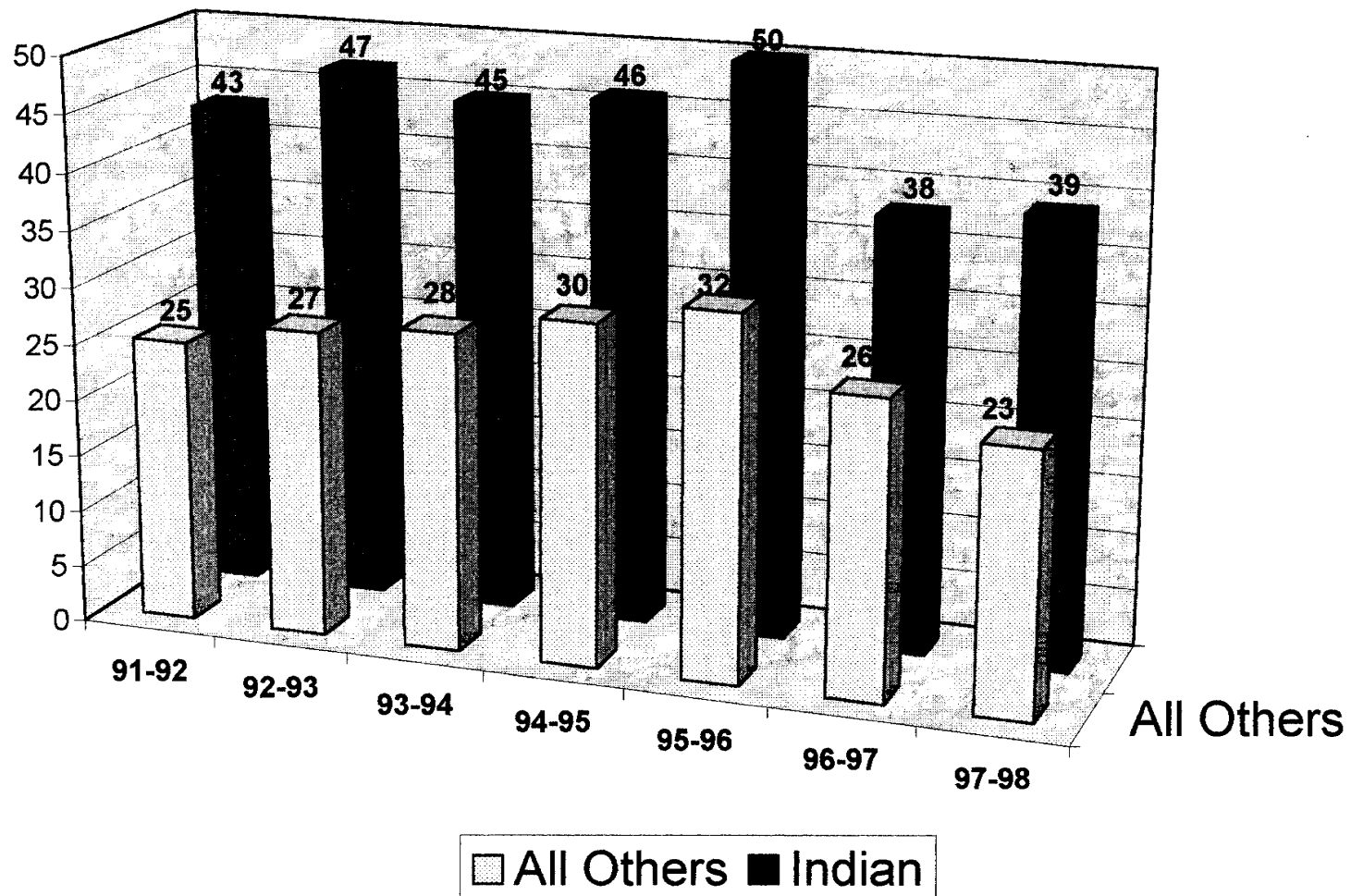
**Proportion of Indian Students on  
Free and Reduced Lunches by Planning District  
1998-1999**



## American Indian Students By Grade 1997-1998 and 1998-1999



## Students Absent 15+ Days (Percentages)





**1997 READING and MATH Comparisons**  
Saint Paul Public Schools

	American Indian Math Pass Ratio	All District Math Pass Ratio	Percentage Difference Indian-District Rates	American Indian Reading Pass Ratio	All District Reading Pass Ratio	Percentage Difference Indian-District Rates
<b>TOTAL</b>	0.19	0.41	-0.22	0.24	0.35	-0.11
Special Ed Not Included	0.22	0.44	-0.22	0.25	0.38	-0.13
Special Ed Students	0	0.12	-0.12	0.2	0.09	0.11
<b>SOCIO-ECONOMIC STATUS</b>						
<b>Special Ed Students Included</b>						
No Lunch Service	0.5	0.61	-0.11	0.5	0.57	-0.07
Reduced Lunch	0.25	0.42	-0.17	0.5	0.27	0.23
Free Lunch	0.08	0.22	-0.14	0.12	0.17	-0.05
<b>Special Ed Students Not Included</b>						
No Lunch Service	0.57	0.67	-0.1	0.57	0.62	-0.05
Reduced Lunch	0.33	0.47	-0.14	0.67	0.32	0.35
Free Lunch	0.09	0.3	-0.21	0.09	0.24	-0.15

## American Indian Natality Statistics, 1997

	St. Paul	Minneapolis		St. Paul	Minneapolis
<b>Total</b>	<b>70</b>	<b>271</b>	<b>Total</b>	<b>70</b>	<b>271</b>
<b>Age of Mother</b>			<b>Prenatal Visit</b>		
Under 15 years	5		None	1	9
15-19 years	23	70	1st Month	3	9
20-24 years	21	88	2nd Month	17	55
25-29 years	12	64	3rd Month	13	54
30-34 years	10	31	4th Month	8	29
35-39 years	3	8	5th Month	11	31
40-44 years	1	5	6 Month	4	23
			7 Month	3	13
			8 Month	2	6
			9 Month	1	10
			Unknown	7	32
<b>Education of Mother</b>			<b>Kessner Index</b>		
Less than H.S	37	122	Adequate	26	88
High School	16	96	Intermediate	24	80
College 1 yr	4	17	Inadequate	12	67
College 2 yr	3	12	Unknown	8	36
College 3 yr	3	2			
College 4 yr	1	9			
College >4 yr	2	1			
not stated	4	12			